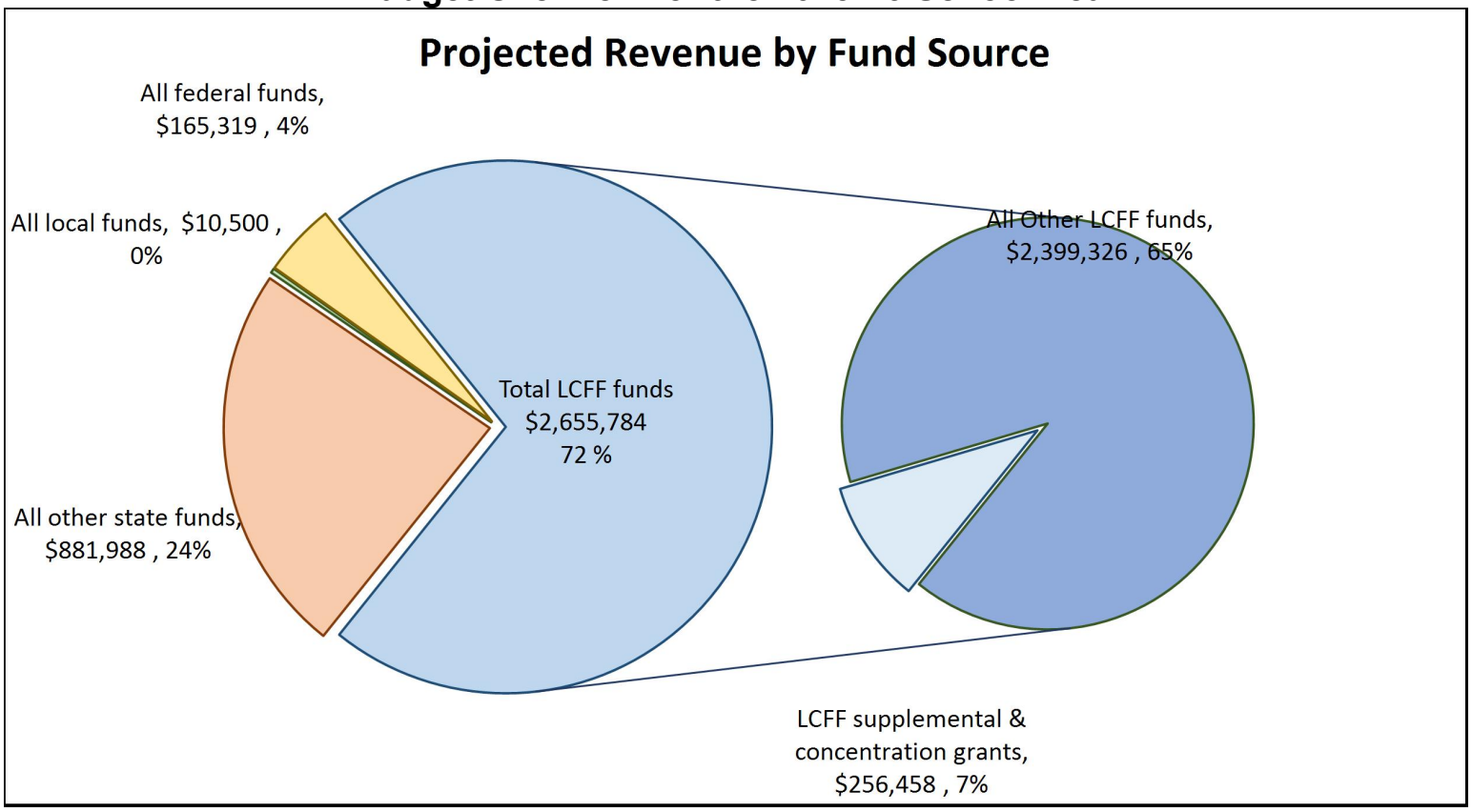
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SBE BPA-SD Preparatory Academy-San Diego
CDS Code: 37771720138099
School Year: 2025-26
LEA contact information:
Sabina Chaar
Executive Director
schaar@baypointprep.org
(760) 203-4383

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

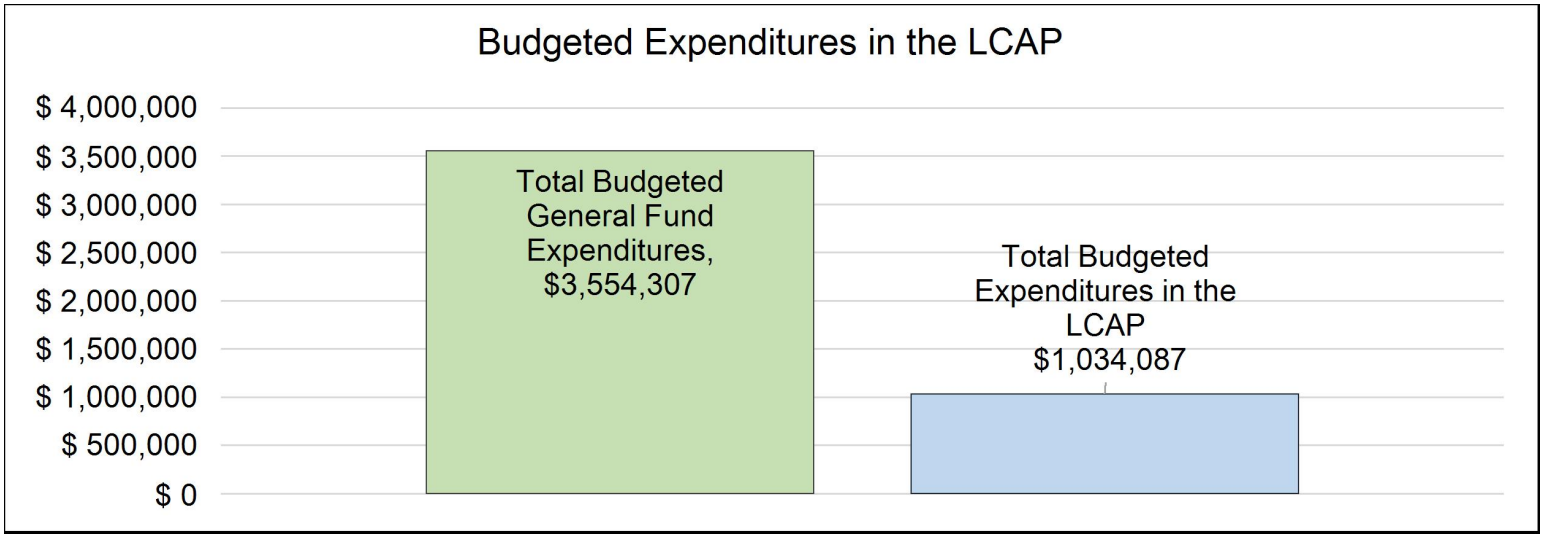


This chart shows the total general purpose revenue SBE BPA-SD Preparatory Academy-San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SBE BPA-SD Preparatory Academy-San Diego is $3,713,591, of which $2,655,784 is Local Control Funding Formula (LCFF), $881,988 is other state funds, $10,500 is local funds, and $165,319 is federal funds. Of the $2,655,784 in LCFF Funds, $256,458 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much SBE BPA-SD Preparatory Academy-San Diego plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: SBE BPA-SD Preparatory Academy-San Diego plans to spend $3,554,307 for the 2025-26 school year. Of that amount, $1,034,087 is tied to actions/services in the LCAP and $2,520,220 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

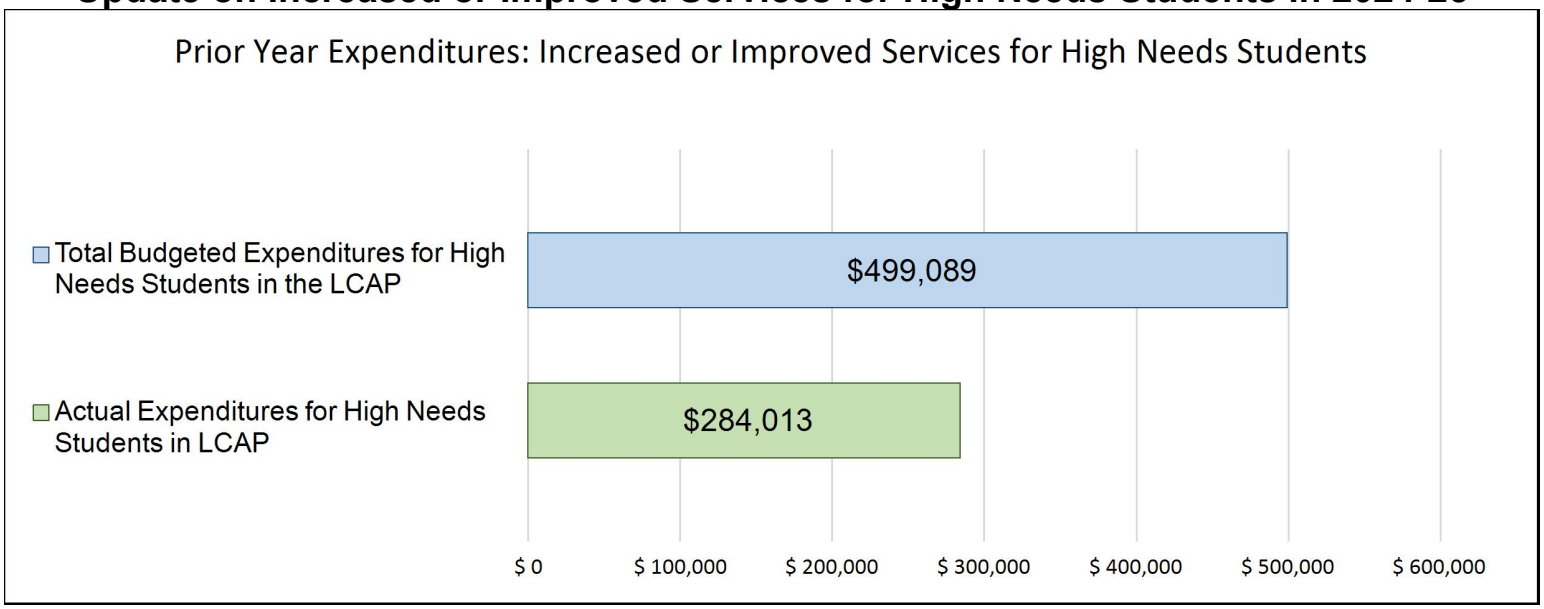
Expenditures not included in the LCAP are business services, legal fees, rent and utilities, banking and payroll fees, liability insurance, district oversight, and communications costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, SBE BPA-SD Preparatory Academy-San Diego is projecting it will receive $256,458 based on the enrollment of foster youth, English learner, and low-income students. SBE BPA-SD Preparatory Academy-San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. SBE BPA-SD Preparatory Academy-San Diego plans to spend $344,997 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what SBE BPA-SD Preparatory Academy-San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what SBE BPA-SD Preparatory Academy-San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, SBE BPA-SD Preparatory Academy-San Diego's LCAP budgeted $499,089 for planned actions to increase or improve services for high needs students. SBE BPA-SD Preparatory Academy-San Diego actually spent $284,013 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $215,076 had the following impact on SBE BPA-SD Preparatory Academy-San Diego's ability to increase or improve services for high needs students:

Actions and services were lower than budgeted expenditures due to a large drop in enrollment from 2024-25 Adopted Budget to the end of the 2024-25 school year. Therefore, costs needed to be cut to aid in balancing the budget. In response to the large enrollment loss, BPA SD's administration and back-office teams collaborated to address the budgetary shortfall while prioritizing student outcomes and staff retention. They decided to utilize the school's healthy reserve balance to cover the 2024-25 budget deficit, ensuring smaller pupil-to-staff ratios and maintaining vital one-on-one student supports and interventions to limit any impact to high needs students.

Local Control and Accountability Plan 2025-26

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SBE BPA-SD Preparatory Academy-San Diego (BPA-SD)	Sabina Chaar Executive Director	schaar@baypointprep.org (760) 203-4383

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

SBE Baypoint Preparatory Academy-San Diego

Our mission at Baypoint Preparatory Academy-San Diego is to educate diverse TK-8 students through a rigorous college-prep curriculum in a flexible, student-centered learning environment. Our goal is to actively partner with students, parents/guardians, and the community to support student's academic success and personal goals.

Baypoint Preparatory Academy–San Diego is a **College-Preparatory Program** that integrates **Blended-Learning**, **Station-Rotation**, and a **Looping Model**. Centered on **Individualized Instruction**, it takes a comprehensive approach to student growth by combining rigorous academics with personalized learning pathways and fostering consistent, long-term teacher-student-family relationships.

BPA-SD Vision: Fostering BPA-SD Students Academic and Personal Excellence

Curriculum Enhancement:

Continuously refine and enhance the college preparatory curriculum for TK-8 students to ensure it remains rigorous, relevant, and aligned with educational best practices.

Innovative Learning Environment:

Foster a dynamic and flexible student-centered learning environment that incorporates innovative teaching methods, technology, and personalized learning experiences.

Collaborative Partnerships:

Actively engage in partnerships with educational partners and the community to create a collaborative and supportive system/network. Encourage open communication to strengthen the educational partners community (students, parents/guardians, staff, and the San Marcos community at large).

Academic Support Programs:

Develop and implement targeted academic support programs to address individual student needs, ensuring that every student receives the necessary resources to achieve academic success.

Parental Involvement:

Establish initiatives to involve parents/guardians in their student's education, providing them with the tools and information needed to actively participate in their student's academic journey.

Community Outreach and Inclusivity:

Expand community outreach efforts to promote inclusivity and diversity, ensuring that the educational environment reflects the broader community and celebrates individual differences.

Student Goal Setting:

Implement a structured framework for students to set and track both academic and personal goals. Provide resources and guidance to help students achieve these goals throughout their educational journey.

Continuous Professional Development:

Prioritize ongoing professional development for instructional staff to stay current of educational advancements, teaching methodologies, and technology trends to enhance the overall quality of education.

Data-Driven Decision Making:

Emphasize the use of data to inform decision-making processes, allowing for the continuous assessment and improvement of educational programs, student outcomes, and overall school performance.

Holistic Student Development:

Foster a holistic approach to student development, emphasizing not only academic achievement but also the cultivation of essential life skills, character development, and a sense of responsibility to society.

By pursuing excellence, BPA-SD aims to carry out its mission of providing a high-quality, student-focused education and fostering a supportive community committed to academic success and personal growth.

The BPA-SD college-prep program is built upon a collaboration between BPA-SD educational partners, ensuring a fair and inclusive learning environment. BPA-SD leadership and families are committed to the optimal development of every student, providing a college-prep academic program, social and emotional learning (SEL), cultural community events, and healthy eating and physical activity habits while developing the Whole Child (CA Local Control Funding Formula LCFF; Priorities: “from Cradle to Career”).

BPA-SD’s comprehensive program ensures that all students including the most vulnerable student populations (socio-economically disadvantaged (SED), English learners (EL), foster youth, homeless, Special Education (SE), disengaged students, and students working toward grade-level proficiency) are healthy, safe, engaged, challenged, and supported under BPA-SD’s positive behavior interventions.

Under the guidance of the CDE’s California Collaborative for Educational Excellence and Multi-Tiered System of Support (MTSS) Framework, (collaboration, use of data, differentiated instruction, proactive and targeted interventions), BPA-SD aligns its college-prep program and provides culturally responsive professional development (PD) to its staff to ensure all BPA-SD diverse student populations succeed to their fullest potential. MTSS framework allows BPA-SD to align its academics, behavior, and mental health supports into comprehensive service to individual student and family needs while adapting to systematic changes in student life. BPA-SD is an equity-driven and assets-building school transformation program.

As a result, BPA-SD's equitable learning environment, high expectations, and individualized choices encourage, BPA-SD students to be actively engaged and passionate learners:

Schoolwide-Learner Outcomes

BPA-SD students will become:

Academic Achievers who:
Take personal responsibility in the life-long learning process
Demonstrate organizational and time management skills
Endeavor to develop their full academic potential according to their individual ability

Effective Communicators who:
Exhibit proficiency in communication through listening, speaking, reading, writing, and the arts
Comprehend and interpret messages respectfully
Research, document and convey information reflectively, critically and clearly

Critical Thinkers who:
Demonstrate logical and effective decision-making skills
Analyze, evaluate and synthesize information
Apply problem-solving strategies to real-life situations

Formulate personal values Technology Users who:
Develop necessary skills to function in a constantly changing technological society
Utilize technology as a tool for learning

Career-focused students who:
Achieve their postsecondary goals

BPA-SD was authorized by the California State Board of Education in March 2018, and the school's first year of operation was the 2018-19 school year serving students in grades TK-6th. Gradually, BPA-SD broadened its grade span to a full Middle school classroom-based and independent study program serving students in TK-8th grade. BPA-SD is located in

San Marcos, California, and its student and staff population is comprised of

Baypoint Students by Race

American Indian or Alaska Native: 0%

Asian: 4.94%

Black or African American: 3.7%

Filipino: 2.47%

Hispanic or Latino: 55.56%

Other Asian: 1.8%

White: 28.4%

Students by Ethnicity

Hispanic: 58.6%

Not Hispanic: 41.4%

tudents off Gender

Female: 45.7%

Male: 53.7%

Nonbinary: 0.6%

Student Total: 162

Socio-economically

Disadvantaged: 59.9%

Special Education: 11.1%

English Learners: 14.8%

Foster/Homeless Youth: 4.9%

Migrant: 0.0%

Staff Total: 20

Black or African American: 9.5%

Asian: 9.5%

Hispanic: 9.5%

White: 71.43%

Female: 76.19%

Male: 23.81%

BPA-SD utilizes a blended learning, station-rotation, and looping model to educate its diverse students including the most vulnerable student populations. To facilitate this, students participate in a rigorous, relevant, college-prep curriculum with cutting-edge educational technology and resources. BPA-SD's curriculum is based on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) that supports BPA-SD's mission statement and Schoolwide Learner Outcomes. Time is spent between working independently, collaboratively, and in daily small group instruction.

BPA-SD is a unique, personalized learning school committed to nurturing all students' educational goals. BPA-SD is able to deliver a standards-based learning program tailored to each student's learning abilities. Even though a challenging curriculum and program model can be compelling, BPA-SD's instructional staff is the key component to student success. All teachers and academic coaches are supported and encouraged to use innovative instructional methods. Each student has the opportunity to reach their individual educational goal with the assistance of the teacher, the academic coach, and staff.

Further, the BPA-SD program inspires college-destined culture early on, starting in TK and continuing through 8th grade. When students develop a college-destined mindset early, they are motivated to work toward meeting and exceeding state standards at each grade level.

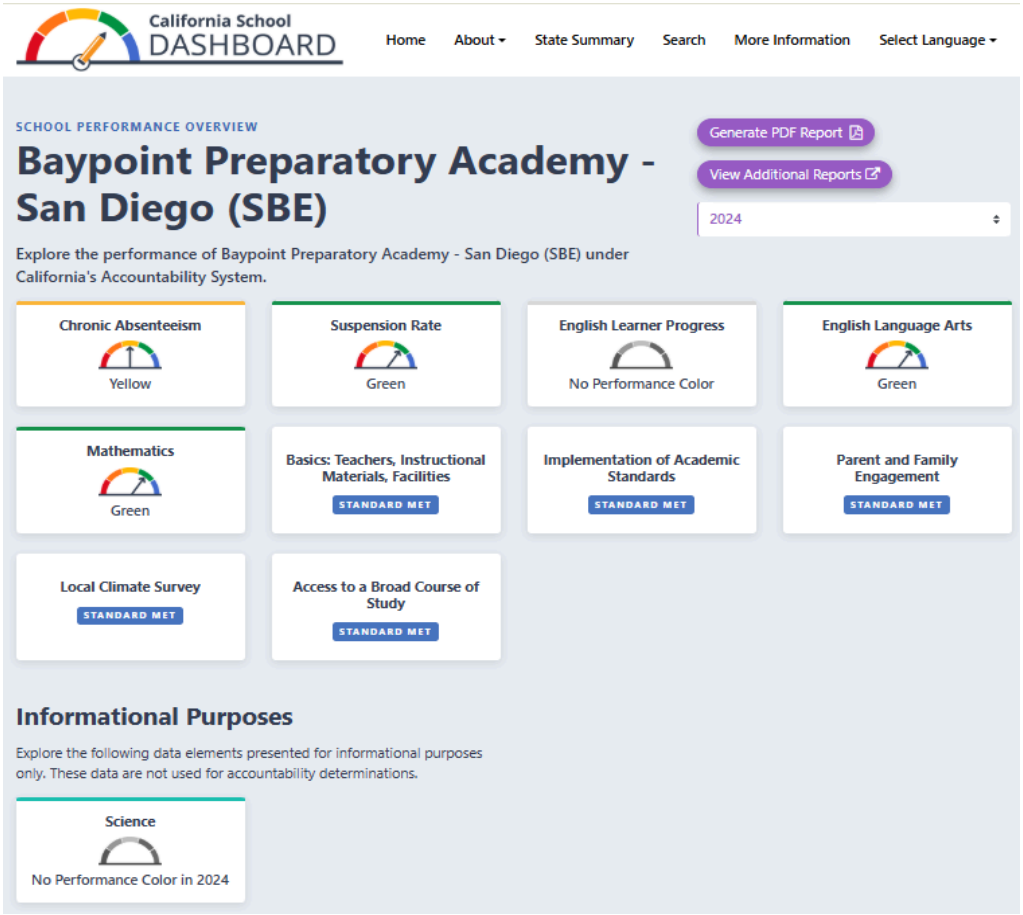
Students and parents/guardians who choose to enroll in BPA-SD's Independent Study program are assigned to a supervising teacher who is responsible for providing families with curriculum and lesson timelines for each subject. The curriculum is selected and provided by the school. The majority of the curriculum is textbook-based, with interactive subject books or assignments to go along with the curriculum. Although BPA-SD utilizes technology programs for additional practice and support for the students, the Independent Study program is not based online. All of the lessons are taught to the student by the parent(s)/guardian(s) at home. If the parent/guardian has questions or needs support the supervising teacher is available to provide suggestions and ideas.

Independent Study students in grades TK-3rd are provided daily synchronous instruction and asynchronous learning by the supervising teacher. Students in grades 4th - 8th are offer opportunities for weekly synchronous instruction and asynchronous learning, and opportunities for daily live interactions. During these meetings, the students receive instruction in grade-level English Language Arts (ELA), Mathematics (MAT), Social Studies, and/or Science (SCI) skills to help support their learning at home. The supervising teacher also provides opportunities to ask questions and offers additional support with assignments and online learning programs. In the virtual meetings, the students have opportunities to interact and collaborate with other students within their grade-level instructional groups.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following performance information was obtained from the California School Dashboard website at https://www.caschooldashboard.org/.



Under the guidance of BPA-SD LCAP 2024-25, successful activities and practices have been evident throughout the academic model and school community engagement. BPA-SD's academic program and adopted curricula provided equitable and academically differentiated instruction for all BPA-SD students, including the subgroup populations of the most vulnerable students.

As reflected on the CA School Dashboard, BPA-SD consistently demonstrates strong ELA performance across grades 3–8, with an average; positive growth, distance from standard of 23.5 points, placing majority of BPA students within the range of those meeting or exceeding grade-level expectations. BPA-SD EL students demonstrated improvement in ELA, with an average distance from standards at 42.9 points. BPA-SD SED students demonstrated improvement in ELA, with an average distance from standards at 15.7 points and Hispanic students at 14.3 points.

Further, BPA-SD 3-8 grade students demonstrated improvement in Math, with a 4.5 point increase. BPA-SD EL students demonstrated improvement in Math, with a 10.9 point increase while Hispanic students demonstrated improvement in Math, with a 1.2 point increase. For more information on how the school's performance is calculated, please refer to the Frequently Asked Questions page.

It has been a joint effort of all educational partners (student, teacher, staff, administration, community member) to decrease students' chronic absenteeism rate as well as the suspension rate. BPA-SD educational partners build and continue to shape working relationships among the community members to ensure that all students succeed. BPA-SD's Educational Partners Committee: School Site Council, Wellness Committee, English Learners Advisory Committee, and District English Learner Advisory Committee (ESWED) met monthly/quarterly to work collaboratively with school staff and leadership to review, develop, and recommend new strategies. As a result, BPA-SD students engaged mindfully to foster productive and positive academic and social experiences through interventions, tutoring, and educational events both on and off campus.

BPA-SD serves as an example of how a positive and supportive educational environment can lead to favorable outcomes, as evidenced by a 0% (0.4%) Suspension Rate Status at the "Very Low" level for all grades. Additionally, the BPA-SD Chronic Absenteeism Rate decreased by 2.8% across all grades and all student subgroups. This improvement is largely attributed to the strong engagement from students, teachers, and parents, fostering a supportive community where everyone feels valued, heard, and empowered.

The positive school culture BPA-SD has cultivated prioritizes open communication, mutual respect, and inclusive decision-making processes, creating a setting where students are motivated to learn and grow. BPA-SD's collaborative approach has effectively minimized conflicts and misunderstandings, ensuring that every student is guided towards positive behavior and self-regulation through understanding and empathy. This relationship between all members of the BPA-SD community has been the foundation of BPA-SD success in maintaining a safe and nurturing environment for all educational partners.

Furthermore, to demonstrate students' academic areas of progress, BPA-SD partnered with i-Ready diagnostics assessment identified on the CDE's approved verified data list (student grade level placement by domains in ELA and MAT).

BPA-SD's i-Ready internal assessments (Fall 2024 to Spring 2025) data for K-8 has shown the greatest growth in ELA by +35% (Fall 28%, Spring 63%) and in Math by +48% (Fall 18%, Spring 66%) meeting the benchmarks/grade-level standards.

Analyzing both quantitative and qualitative internal benchmark data enabled teachers to identify areas of mastery and those requiring further support, which in turn informed and guided instructional strategies.

While significant progress has been made, ongoing efforts are essential to ensure that all students meet or exceed grade-level proficiency standards. Continuous improvement remains a key priority, as the school works to close achievement gaps, strengthen instructional practices, and align outcomes with state benchmarks across all subject areas and grade levels.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

Educational Partner(s)	Process for Engagement
Students	To ensure BPA-SD elicited substantial representation and meaningful engagement, students were consulted through various communication methods, including surveys and both on-site and virtual ESWED meetings. Students overwhelmingly reported positive experiences, with 90-100% expressing satisfaction in safety, encouragement, student connectedness, diversity, and academics. They recognized efforts to enhance effective student conflict resolution practices, student activities, school events, and continuing academic support in all subjects. Students were involved in resolving school life problems, promoting student development, and working together to create a healthy school environment. They were informed about the 20224-25 progress and encouraged to provide feedback, suggestions, and ideas for modifying actions to achieve the LCAP goals. Collaboration among educational partners was instrumental in identifying and addressing areas of need, with all suggestions prioritized and organized into actionable steps. The process concluded in final remarks presented at the Governing Board meeting, ensuring a comprehensive and inclusive approach to addressing school priorities.
Parents/Guardians	To ensure BPA-SD elicited substantial representation and meaningful engagement, parents/guardians were consulted through various communication methods, including emails, surveys, “Q & A” during school events, and both on-site and virtual ESWED, and Governing Board meetings. On site educational partners collaborated to plan and organize school events aimed at enhancing the school culture, which in turn contributed to improved student

	attendance and academic success, as well as increased parental involvement and commitment to their student's educational journey. During ESWED meetings, BPA-SD administration facilitated discussions on LCAP goals, progress areas, and the most pressing needs of the school community. Parents/Guardians actively engaged in addressing various school-related issues, supporting student growth, and fostering a collaborative effort to build a positive school culture. They were also briefed on the 2024-25 LCAP progress and encouraged to provide feedback, suggestions, and ideas to help tailor actions for progress. Parents/Guardians expressed satisfaction, with 90-95% positive feedback across various domains, including academics, teacher performance, social connectedness, involvement in decision-making, instructional diversity, and administrative communication. Internally, their focus centered on CA School Dashboard and SCI testing grades, social-emotional well being of students and the outside effects of social media on school culture and safety. Moreover, their priorities extended to supporting extracurricular activities such as music, arts, and field trips. All educational partners collaborated to identify and address areas of need, with their suggestions prioritized and organized into actionable steps. This inclusive approach ensured that the voices and perspectives of parents/guardians, alongside other educational partners, were integrated into the decision-making process, ultimately leading to effective improvements in the school community.
Staff	To ensure BPA-SD fostered substantial representation and meaningful engagement, staff members were actively consulted through surveys, and weekly/monthly on-site Staff, ESWED, and Governing Board meetings. During those meetings, BPA-SD administration shared and the staff deliberated on LCAP progress, and the school community's most critical needs. Staff members engaged in

	discussions related to school life, support for student growth, and the collaborative efforts required to build a positive school culture. With staff indicating a 80-100% alignment with the 2024-25 LCAP goals and actions, the goals were reviewed in support of more focused, specific, measurable, attainable, realistic, and time-bound targets (SMART) for future growth (professional development and feedback).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

All educational partners collaborated to identify and address areas of need, with their suggestions prioritized and organized into actionable steps. This inclusive process ensured meaningful engagement, comprehensive strategic planning, and accountability while adhering to state and local indicators to effectively serve the needs of BPA-SD's diverse student, including the most vulnerable student populations.

The educational partners' feedback combined with academic data was essential throughout the process as it allowed for a systematic and organized way to consolidate information and analyze effectiveness, perceptions, and areas of greatest need. As a result, BPA-SD educational partners became more confident and actively engaged with BPA-SD leadership and more informed about the needs of their students and the direction of the educational program for the 2020-26 academic year. In response to feedback from educational partners, the adopted LCAP for the 2025–26 academic year reflects a continued commitment to serving the Whole Child. Partners emphasized the importance of expanding extracurricular opportunities, enhancing access to effective educational tools, family engagement, and promoting student social-emotional wellness, positive behavior through nutrition, and essential health screenings. As budget allows and fundraising efforts come to fruition, these priorities centered on equity, engagement, and student well-being, have been integrated into the plan, demonstrating how community input directly shaped BPA-SD's goals and investments.

Goals and Actions

State Priorities and Related Resources

Priority 1: Basic (Conditions of Learning)

Rate of teacher misassignment as relates to:

- Equity
- Professional Learning
- Resource Alignment
- Teachers

Student access to standards-aligned instructional materials as relates to:

- Curriculum
- Instruction
- Resource Alignment

Facilities in good repair as relates to:

- Culture and Climate
- Resource Alignment

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards adopted by the state board for all pupils, including EL as relates to:

- Assessment
- Curriculum
- Equity
- Instruction
- Professional Learning

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent/guardian input in decision making, promotion of parent/guardian participation in programs for unduplicated pupils and most vulnerable student populations as relates to:

- Culture and Climate
- Equity
- Family and Community

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, share of pupils that are college and career ready, share of EL that become English proficient, EL reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:

- Assessment
- Curriculum
- Equity
- Instruction

Priority 5: Pupil Engagement (Engagement)

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates as relates to:

- Culture and Climate
- Equity
- Family and Community

Priority 6: School Climate (Engagement)

Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as relates to:

- Culture and Climate

- Equity
- Family and Community

Priority 7: Course Access (Conditions of Learning)

Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:

- Curriculum
- Equity
- Professional Learning

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220, as applicable as relates to:

- Curriculum
- Equity
- Professional Learning

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Coordination of instruction of expelled pupils pursuant to Education Code Section 48926 as relates to:

- Resource Alignment

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records as relates to:

- Resource Alignment

Goal I

Goal #	Description	Type of Goal
1	**Goal I Contributions** **BPA-SD will provide a safe and positive learning environment for all students through shared expectations, support, and accountability by all educational partners to ensure utmost school-wide engagement.**	**Broad Goal**

State Priorities addressed by this goal.

Priority 1: Basic Services. (Equity, Professional Learning, Resource Alignment, Teachers, Student access to standards-aligned instructional materials as relates to Curriculum Instruction, Resource Alignment, Facilities in good repair as relates to Culture and Climate, Resource Alignment).

Priority 3: Parent Involvement (Culture and Climate, Equity, Family and Community).

Priority 5: Pupil Engagement (Culture and Climate, Equity, Family and Community).

Priority 6: School Climate (Culture and Climate).

An explanation of why the LEA has developed this goal.

Active involvement of parents/guardians and the broader school community is required for student success. Thus, BPA-SD remains steadfast in fostering genuine family-school relationships that encompass all grade levels. Achieving this partnership requires commitment from all educational partners to advance organizational goals. Enhanced accountability

will drive improvements in various areas, including daily attendance, enhancing and nurturing students' self-esteem, regular student and family attendance at ESWED meetings, school functions, and test scores.

Therefore, this goal was developed in response to the needs identified through data analysis and input from educational partners. To ensure the successful achievement of the broad goal, it was deconstructed into smaller components, therefore formulating a comprehensive vision for its attainment.

Establish Clear and Shared Expectations: (Petition, Student/Parent Handbook, Employee Handbook, policies, etc.)

- Develop a comprehensive set of behavioral and academic expectations in collaboration with students, parents/guardians, staff, and community members.
- Ensure these expectations are communicated clearly and regularly through school assemblies, newsletters, and the school website.

Foster a Supportive Environment: (Staff Prep-time, PD, ELOP etc.)

Implement a system of support, including counseling, mentoring, and tutoring, accessible to all students that takes place inside the classroom and outside the classroom. Train staff to identify and address the individual needs of students, ensuring early intervention and support.

Promote Accountability: (Student Profile, Student-Led-Conference, Parent/Guardian Guidelines for staff-parent interaction and communication, Staff Evaluation Platform/Software for self-reflection and professional growth)

- Encourage a culture of accountability where students, parents/guardians, and staff take ownership of their roles and responsibilities in maintaining a positive school environment.
- Create a transparent system for monitoring and evaluating the established expectations.

Engage the School Community: (Staff, ESWED, Governing Board Meetings, school events, workshops, extracurricular activities, BPA-communities; students' ran programs, civic duties and responsibilities)

- Organize regular meetings and forums for feedback and suggestions from the school community, including students, parents/guardians, and staff.
- Implement community-building activities and programs that promote engagement, understanding, and collaboration among all educational partners.

Continuous Improvement: (Mid-year and annual LCAP review)

- Regularly review and assess the effectiveness of the strategies implemented to support the goal.
- Be open to adjustments and innovations that could enhance the learning environment, based on feedback and changing needs.

Recognition and Celebration: (School assemblies and events)

- Acknowledge and celebrate the contributions and achievements of students, staff, and community members in fostering a positive and safe learning environment.
- Implement a recognition program that highlights exemplary behaviors, engagement, and achievements aligned with the BPA-SD's expectations.

Collaboration with External Partners: (CDE Oversight, Charter School Development Center, San Diego County Office of Education, Vendors, Staff Evaluation Platform/Software,)

- Establish partnerships with local organizations, businesses, and educational institutions to support and enrich the learning environment.
- Engage in partnerships for additional resources, expertise, and opportunities for students and the school community

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome **(end of the 2024-25 academic year)**	Year 2 Outcome (In 2025-26 academic year data will be entered when completing the LCAP for 2026-27)	Target for Year 3 Outcome	Current Difference from Baseline (Data will be entered when completing the LCAP for 2025-26 and 2026-27 academic years)
1.1	ESWED Participation	Average attendance at ESWED meetings: **17%** parents/guardians Student **Enrollment: 251**	**6%** **[6%(mid-year** (5/90 families student **enrollment: 156**; 90 families)]	N/A	Average attendance at ESWED meetings: 30%	N/A

1.2	Parent/Guardian Involvement	Average participation of parents/guardians in volunteering their time and/or contributing to the classrooms.: **54%** of parents/guardians/ extended family members	**43%** **35% (mid-year)**	N/A	Average involvement of parents/guardians volunteering their time and/or contributing to the classrooms: 60% parent/guardian/ extended family members	N/A
1.3	Student involvement	Leadership Teams: average student participation (4-8th): **16%**	**21%** **21% (mid-year)** (15/75 students; 4-8 gr.)	N/A	Average student (4-8th) participation in Leadership activities: 40%	N/A
1.4	Staff involvement	Average staff participation in volunteering: **54%**	**90-100%** **90-100% (mid-year)**	N/A	Average staff participation in volunteering: 90-100%	N/A

			(tutoring, school events, leadership, etc.)			
1.5	End-of-year Student Survey (school culture)	Average student participation in end-of-year survey: **98%**	**90-100%** **95-100% (mid-year)**	N/A	BPA-SD will maintain 90-100% of student participation in end-of-year survey	N/A
1.6	End-of-year Parent/Guardian Survey (school culture)	Families' participation in the End-of-year survey: over **50%**	**50%** **(45/90 families)** **53% (mid-year)** (48/90 families)	N/A	BPA-SD will maintain over 50% of families participation in end-of-year surveys	N/A

1.7	End-of-year Staff Survey (school culture)	Staff participation in the End-of-year survey: over **50%**	**95-100%** **95-100% (mid-year)**	N/A	BPA-SD will maintain over 50% of staff participation in end-of-year survey	N/A
1.8	Monthly ADA (Average Daily Attendance) Reports	BPA-SD had an average of **95%** ADA	**94.19%** **95% (mid-year)**	N/A	BPA-SD will maintain an average of 95% ADA	N/A
1.9	Monthly Facility Inspections: BPA-SD Administration will perform monthly inspections to ensure that the facility is safe and in good working order.	BPA-SD Administration performed monthly inspections to ensure that the facility is safe and in good working order.	BPA-SD Administration performed monthly inspections to ensure that the facility is safe and in good working order.	N/A	BPA-SD Administration will perform monthly inspections to ensure that the facility is safe and in good working order.	N/A

Goal I Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

BPA-SD embraces an inclusive approach, fostering open communication with all parents/guardians. Through student-parent-teacher conferences, surveys, regular meetings of the Educational Partners Committee (ESWED), and participation in Governing Board meetings, BPA-SD actively seeks input and feedback from its educational partners. This collaborative effort is aligned and guided by BPA-SD's mission, vision, and policies, all aimed at promoting a safe and conducive learning environment that manifested as follows:

BPA-SD strongly emphasizes maintaining well-equipped, well-maintained, and secure facilities. This commitment ensured students' access to a conducive learning environment that promoted their academic success and overall well-being.

The 2024-25 school-wide implementation of revised and additional programs, services, and staff PD were implemented to foster a positive and inclusive learning environment, especially for the the most vulnerable student populations. The information and feedback received on programs and services enhanced the educational partners' understanding and enabled them to contribute additional input. The active involvement of parents/guardians in volunteering their time both in the classroom, during school events, and outside field trips greatly enriched the learning experience for BPA-SD students.

Through enriched learning experiences, field trips and school events provided students with hands-on learning opportunities outside the classroom, allowing them to explore real-world applications of what they learned in the classroom (Fall Carnival, Book Fairs, Safari Park, SeaWorld, San Marcos Farmers Market, Cal State San Marcos, etc.)

To enhance students' social skills, BPA-SD organized school events and field trips throughout the academic year to encourage interaction among students in a less formal setting, fostering the development of social skills such as teamwork, communication, and collaboration. BPA-SD events involved educational partners, promoting a sense of belonging and community involvement among students and their families. To instill a sense of responsibility and

commitment to education, BPA-SD provided civic and attendance awards to recognize students for consistent attendance, motivating them to attend school regularly and punctually.

To improve academic performance and retention, BPA-SD educational partners organized events and field trips to enhance student engagement and provide cultural enrichment by making learning more enjoyable and relevant. Throughout the year, field trips to museums, historical sites, and cultural events exposed BPA-SD students to diverse perspectives, traditions, and experiences, fostering diverse cultural awareness and appreciation.

Consequently, BPA-SD's extracurricular activities and awards played a vital role in providing students with holistic learning experiences, promoting social-emotional development, and fostering a positive school culture, systematic attendance, and academic growth.

Further, BPA-SD ESWED was committed to the optimal development of every student and that meant providing nutrition education and physical activities in supporting the Whole Child to ensure that all students are healthy, safe, engaged, challenged, and supported. Since good nutrition and physical activities before, during, and after the school day, are strongly correlated with positive student outcomes, securing resources in support of Whole Child will yield higher grades and test scores, lower absenteeism, and better performance on cognitive tasks.

Through BPA-SD's Wellness Action Plan and its goal, BPA-SD achieves and maintains the health and well-being of all students through the implementation of a school-wide plan that focuses on health, nutrition, and physical activity. For the 2024-25 academic year, the BPA-SD Wellness goals and objectives were supported by:

- Curricula (SEL, PE CCSS)
- Nutritious Breakfast-Lunch Programs.
- BPA-SD's culture and physical environment.

The educational partners and the community were engaged in supporting the work of BPA-SD in creating continuity between the school and other settings for students and staff to practice lifelong healthy habits. BPA-SD established and maintained an infrastructure for management, oversight, implementation, communication, and monitoring of the Wellness Action Plan.

Furthermore, in alignment with the physical activity goals set by the ESWED Committee, Baypoint Archery Academy, operating under the supervision and guidelines of the National Archery in the Schools Program (NASP), provided students with opportunities to develop valuable archery skills and compete at regional, state, and national levels. The NASP is a national and international-style archery program taught and supervised by school staff and delivered to students in physical education classes and after-school activities. Therefore, BPA-SD adheres to the National NASP guidelines and curriculum. The national program has been adopted by the State of California and is administered by the Department of Fish & Game in consultation with the Department of Education. The NASP curriculum follows California Physical Education Content Standards. The NASP program is designed to be delivered to students in a very concise, controlled manner. Following the NASP curriculum is critical to the safety of all participants. Therefore, trained BPA-SD designated staff and parent/guardian volunteers (fingerprinted) performed equipment maintenance, student supervision, and instruction at every practice. Further, the NASP curriculum focuses on students' self-control, discipline, and patience that complements BPA-SD's Schoolwide-Learner Outcomes and contributes to the Whole Child for the optimal development of every student.

As a result of archery-parent/coaches efforts and hard work of BPA-SD students, BPA-SD's 17 4th - 7th grade archers qualified for the NASP National Archery Tournament in Sandy, Utah. BPA-SD archers seized a remarkable opportunity to showcase their talents on a national stage. They not only had the chance to engage with fellow archers and students from different states, BPA-SD archers demonstrated exceptional composure and integrity as they proudly represented BPA-SD in the competition.

Furthermore, BPA's commitment to enriching academic experiences led to the implementation of a supplemental extra curricular activities such as computer coding program, offering students opportunities to develop 21st-century skills beyond the regular classroom setting. These classes were designed with real-world applications in mind, integrating instructions and activities to provide practical learning opportunities. Consequently, students not only had the chance to broaden their knowledge, they cultivated critical thinking skills, all while showcasing their proficiency through the creation of computer programing.

BPA-SD's Expanded Learning Opportunities Program (ELOP) after-school tutoring program was available and encouraged to serve SED families to enhance developing and supporting students' academic, social-emotional, and physical needs through hands-on, engaging, learning experiences. ELOP included tutoring and homework assistance

designed to help students meet grade-level standards. ELOP included an educational enhancement element that encompassed fine arts, physical fitness, and science programs, while also encouraging students to take on civic duties by helping their classmates through acts of service, such as participating in a buddy system. Students were assigned to small groups and activities according to grade and ability levels. All activities were intended to keep students motivated and actively engaged. The educational activities included core subjects (ELA, MAT, Art, SCI) and were provided as a result of interest expressed in student and parent/guardian surveys.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

BPA-SD utilizes a variety of methods to promote and publicize meetings and events, ensuring a comprehensive outreach strategy, ensuring widespread distribution of information within the school community. By utilizing various platforms such as Parent Square, email, social media, paper flyers, and weekly newsletters, the school maximizes its reach to all educational partners. The delivery of meeting notices in both English and Spanish further enhances accessibility, accommodating the diverse linguistic needs of the community. Through proactive solicitation of educational partners feedback, including meetings and surveys, BPA-SD demonstrates a commitment to continuous improvement.

BPA-SD adopts proactive measures to promote and monitor student attendance, recognizing its vital role in student success. By providing recognition and incentives for perfect attendance and conducting periodic attendance reviews, staff emphasize the importance of regular school attendance. The proactive approach extends to addressing absenteeism, with the school sending attendance letters to families with unexcused absences, reinforcing the significance of consistent attendance. Furthermore, the employment of certified teachers and classified staff to oversee ELOP afterschool and summer sessions demonstrates a commitment to providing additional support and engagement opportunities for students. By focusing on prevention and intervention strategies, BPA-SD not only encourages regular attendance but also supports students who may face barriers to consistent participation, ultimately contributing to improved academic outcomes and overall student well-being. Moreover, efforts to build student-teacher/staff relationships prioritize social-emotional wellness, fostering a supportive and inclusive school community.

BPA-SD prioritizes the maintenance of a safe and conducive learning environment through comprehensive facility management and safety measures. BPA-SD ensures a clean and safe learning environment through regular cleaning services and adherence to safety protocols.The school's commitment to safety is evident in its implementation of various security measures, including safety drills, controlled access to the school building, and the use of security cameras to monitor the campus. Additionally, staff are required to wear badges with photo IDs, and the enforcement of student dress codes contributes to maintaining a safe and orderly school environment. When suspected/informed, the school conducts sweeps for prohibited items listed in the student/parent handbook, further enhancing safety and security on campus. Regular campus security risk assessments enable the school to identify potential vulnerabilities and implement appropriate measures to mitigate risks effectively.

Construction efforts to optimize the facility reflect the school's commitment to providing students and staff with modern and functional learning spaces. Ongoing construction reflects a commitment to optimizing the facility for educational and extracurricular activities, contributing to a positive school experience.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To enhance student and staff dedication toward reducing student absenteeism and fostering a stronger sense of school community, BPA-SD will implement structured volunteering opportunities.

BPA-SD will implement a requirement for both students and staff to commit to volunteer hours and/or participation in school events over the next academic year. This initiative not only aims to incentivize greater engagement with the school community, it also underscores the importance of active participation in extracurricular and community-based activities. By setting this benchmark for volunteering hours/events, BPA-SD aspires to cultivate a culture of shared responsibility and collective investment in the well-being and success of BPA-SD.

To maximize the effectiveness of the surveys and ensure targeted feedback, BPA-SD continues to intentionally structured the surveys into two distinct sections. The first section focuses on gathering insights regarding school culture (Goal I), while the second section focuses on BPA-SD's curricula and programs (Goal II). This deliberate design allows for a

clearer understanding and more accurate measurement of both aspects, facilitating informed decision-making and improvement actions in support of meeting Goals I, II, and III.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Advertisement, Outreach, and Student Attendance.	BPA-SD will advertise meetings and events through a variety of platforms, including, but not limited to, Parent Square, email, social media, paper flyers, and weekly school newsletters. Meeting notices will be available in English and Spanish. BPA-SD will solicit parent/guardian feedback via various media, parent meetings, and annual satisfaction surveys for the identification of school strengths and areas of need enhancement. BPA-SD will provide recognition and incentives for perfect attendance. Administrators will conduct periodic attendance reviews for families to remind them of the importance of school attendance. In the effort of being proactive, attendance letters will be sent home to those who have unexcused absences as outlined in the policy. BPA-SD will employ long-term substitute teachers to provide consistent instructional support for the school's most vulnerable student populations.	$245,404.00	Yes

1.2	Staff	BPA-SD will employ classified staff to manage/oversee the ELOP-Summer Session	$85,014.00	Yes
1.3	Facility: Cleaning, Maintenance, Safety, and Security.	BPA-SD is committed to providing students and staff with a safe environment in which to learn/work and keep all educational partners trained and well informed about safety improvement/practices: ● practice safety drills ● enhance security measures by implementing an automated locking system to regulate access to the school building ● ensure doors and gates are securely locked and monitored throughout the school hours for added safety ● use of security cameras to monitor the school ● require staff to wear badges with photo IDs ● enforce student dress code ● periodic campus security risk assessments ● build student-teacher/staff relationships for social-emotional wellness Construction of the BPA-SD campus began in spring 2020, with the completion of classrooms and support rooms achieved by September 2022. To fully maximize the potential of the facility, BPA-SD is currently undergoing construction to finalize all necessary public improvements and develop designated areas for sports and event activities.	$91,038.00	No

Goal II

Goal #	Description	Type of Goal
2	**Goal II Supports** **BPA-SD will build a school culture of excellence to foster student growth both academically and socially using adopted curriculum and proven methodologies.**	**Broad Goal**

State Priorities addressed by this goal.

Priority 1: Basic Services. (Equity, Professional Learning, Resource Alignment, Teachers, Student access to standards-aligned instructional materials as relates to Curriculum Instruction, Resource Alignment, Facilities in good repair as relates to Culture and Climate, Resource Alignment).

Priority 2: Implementation of State Standards (Assessment, Curriculum, Equity, Instruction, Professional Learning).

Priority 4: Pupil Achievement (Assessment, Curriculum, Equity, Instruction).

Priority 7: Course Access (Curriculum, Equity, Professional Learning).

Priority 8: Other Pupil Outcomes (Curriculum, Equity, Professional Learning).

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. To ensure the successful achievement of the broad goal, it was deconstructed into smaller components, therefore formulating a comprehensive vision for its attainment.

Academic Excellence: (Curriculum for all subjects)

- BPA-SD will implement a rigorous and engaging curriculum that aligns with state standards and fosters critical thinking, creativity, and problem-solving skills among students.

Curriculum Adoption: (Curriculum for all subjects)

- BPA-SD will select and adopt curriculum materials and resources that are research-based, up-to-date, and effective in meeting the diverse needs of the BPA-SD student population.

Methodology Integration: (PD support for all subjects)

- BPA-SD will integrate proven instructional methodologies, such as differentiated instruction, project-based learning, and technology integration, to cater to various learning styles and abilities, ensuring every student has the opportunity to succeed.

Social Growth: (Student/Parent Hand Book, Policies,)

- BPA-SD will create a supportive and inclusive environment where students feel safe, valued, and respected.
- This includes implementing social-emotional learning programs and initiatives that promote empathy, teamwork, and positive relationships among students.

Continuous Improvement: (Surveys, Staff, ESWED, Gov. Board Meetings)

- BPA-SD will continuously assess and evaluate the effectiveness of the academic and social programs, seeking feedback from students, staff, parents, and community members to identify areas for improvement and make necessary adjustments to enhance student growth and achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome **(end of the 2024-25 academic year)**	Year 2 Outcome (In 2025-26 academic year data will be entered when competing the LCAP for 2026-27)	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	2023-24 ADA: 95%	94% 95% (mid-year)	N/A	BPA-SD will maintain an average of 95% ADA	N/A (Data will be entered when competing the LCAP for 2025-26 and 2026-27 academic years)

2.2	Chronic Absenteeism	Chronic Absenteeism rate: 14%	__% (TBD)	N/A	Chronic Absenteeism rate will be reduced to 13% or less.	N/A
2.3	Student Attendance Review Team (SART)	Number of SART meetings: 1	**7** attendance meetings [Mid-year: 5 attendance meetings (+11 pending)]	N/A	Number of SART meetings will be reduced to less than 5	N/A
2.4	Student Attendance Review Board (SARB)	Number of SARB meetings:0	**0** 0 (mid-year)	N/A	Number of SARB meeting will remain at 0	N/A
2.5	Suspension Rate	0.0%	**1.92%** 0.0% (mid-year)	N/A	Suspension rate will remain at 0.0%	N/A

2.6	Expulsion Rate	0.42%	**0.0%** 0.0% (mid-year)	N/A	The expulsion rate will be reduced to 0.0%	N/A
2.7	End-of-year Student Survey (Curricula/ academic program specific)	Average student participation in end-of-year survey: 98%	**95-100%** 95-100% (mid-year)	N/A	BPA-SD will maintain 90-100% of student participation in end-of-year survey	N/A
2.8	End-of-year Parent/ Guardian Survey (Curricula/ academic program specific)	Families participation in the end-of-year survey: over 50%	**50%** (45/90 families) 53% (mid-year)	N/A	BPA-SD will maintain over 50% of families participation in end-of-year surveys	N/A

2.9	End-of-year Staff Survey (Curricula/ academic program specific)	Staff participation in the End-of-year survey: over 50%	**95-100%** 95-100% (mid-year)	N/A	BPA-SD will maintain over 50% of staff participation in end-of-year surveys	N/A

Goal II Analysis for 2024-2025

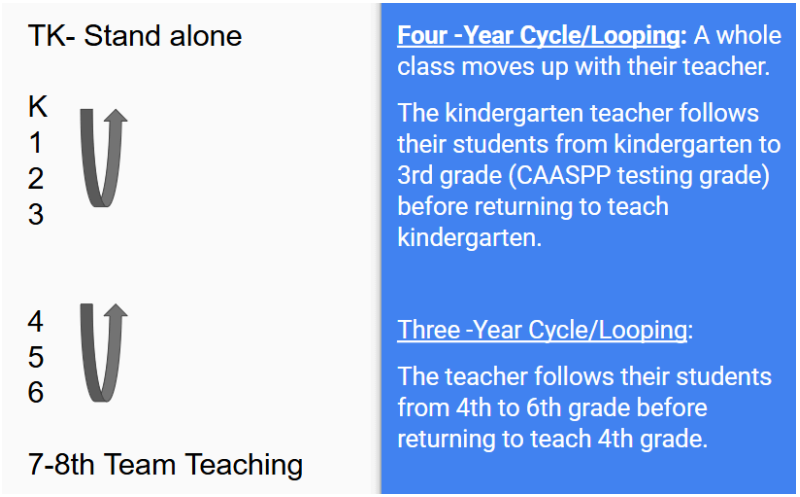
An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Under the guidance of BPA-SD LCAP 2024-25 goals, successful activities and practices have been evident throughout the college prep academic model; adaptive curriculum, school community engagement, and collaboration among educational partners and the community.

Prior to the first day of the 2024-25 academic year, BPA-SD staff participated in five days of PD focusing on curricula, differentiated instruction, assessments, meeting the needs of the most vulnerable student populations, student engagement, Special Education adaptation, and adopted technology programs. Reviewing internal benchmark quantitative and qualitative data from the 2023-24 academic year allowed instructional staff to identify students' areas of strength and areas where additional support was needed. Moreover, the PD was ongoing throughout the 2024-25 academic year to continually monitor student growth data and support instructional staff with best practices to implement in their classrooms.

BPA-SD has implemented a K–6 looping model, in which teachers follow the same group of students over multiple years. This continuity fosters stronger relationships, deepens instructional impact, and ensures a consistently personalized learning experience for students, teachers, and families. It saves valuable time each academic year by reducing the need for the traditional “getting to know the student” phase. Additionally, teachers are able to strategically plan at the end of the academic year for the year ahead, allowing instruction to begin effectively on the very first day of school.



The BPA-SD looping model presents numerous advantages for students. Familiarity among teachers, peers, and families fosters a supportive community that encourages collaboration and friendship. With the stress of adapting to new teachers each year significantly reduced, students can focus on their learning. They experience a safe, creative environment that nurtures emotional well-being and supports their social development. Tailored teaching strategies allow for personalized instruction, meeting individual needs effectively and leading to academic growth.

Moreover, students enter each new year prepared and excited to learn, with a strong understanding of classroom procedures and expectations. The stability provided by having the same teacher over multiple years contributes to improved attendance and reduced behavioral challenges, allowing for a more productive classroom atmosphere and environment

BPA-SD teachers experience profound benefits from this looping model. By developing strong connections with their students and families, they gain valuable insights that inform their instructional practices. Each year, teachers can strategically utilize diagnostic assessments (triannually: Fall, Winter, Spring), interim assessments such as Focused Interim Assessment Blocks (FIABs), Interim Assessment Blocks (IABs), and Interim Comprehensive Assessments (ICAs), as well as CAASPP data including ELPAC and CAST interim results. The final CAASPP results (including ELPAC and CAST) are further carefully analyzed and incorporated into planning for the next academic year, ensuring instruction is relevant, data driven, and tailored to meet student needs. To ensure ample time for this thorough preparation, teachers are provided non-student days at the end of the academic year to plan for the upcoming year, allowing them to tailor instruction to student needs effectively.

With established relationships, teachers maximize their time for instruction, minimizing the two months typically spent on acclimating to new students. This sustained momentum allows them to build on previous learning, enhancing both academic and behavioral outcomes. Additionally, working with the same group of students fosters cultural competence, enabling teachers to address diverse backgrounds and needs more effectively.

Professional growth is another key aspect of this model, as teachers gain experience across multiple grade levels. Internal PD is supported by guidance from experienced colleagues during transitions, fostering a collaborative environment that enhances teaching practices. By building strong relationships with students and families, teachers gain valuable insights into individual needs and can celebrate student progress. This familiarity enables more informed planning, as teachers can use diagnostic and state assessments results from the end of each year to prepare effectively for the next academic year. With established relationships, teachers can focus on instruction from day one, minimizing the time typically spent getting to know students. Continuing with the same group of students allows teachers to sustain momentum, building on previous learning to improve both academic and behavioral outcomes. Additionally, working with students over multiple years gives teachers a deeper understanding of diverse backgrounds, enhancing their cultural competence and allowing for more tailored support. Further, teachers experience professional growth, gaining expertise

across grade levels and expanding their ability to teach and address a wide range of student needs. Furthermore, the support and guidance of experienced colleagues during transitions foster internal PD, contributing to collaborative growth within the teaching community in multiple grade levels.

Consequently, the BPA-SD looping approach not only enriches the educational journey for students, it empowers teachers to develop their practice and strengthen their impact. By fostering strong relationships, creating a stable and engaging learning environment, and supporting both academic and social-emotional growth, BPA-SD is laying the foundation for success that extends beyond the classroom.

At BPA-SD, high achieving students are considered for academic acceleration or deployment to higher grade levels as part of an enrichment strategy to challenge them academically, provided their social maturity supports such a transition. The decision to place a gifted student in a higher grade for a session of 30-60 minutes is made in close consultation between the teacher and the student's family, ensuring that both academic and social-emotional factors are carefully considered. Teachers assess the student's academic performance and readiness for more advanced work, while evaluating whether the student is socially prepared to interact with peers in an older grade. This collaborative approach ensures that high achieving students receive the right level of challenge to foster their intellectual growth while also maintaining a balanced and supportive learning environment. The goal is to provide an enriched educational experience that promotes both academic excellence and positive social development. Conversely, students (K-2) who need additional support in foundational skills may temporarily join a lower-grade classroom for targeted instruction. This process is handled discreetly, and students are often presented with the role of "teacher helpers," fostering a positive and respectful experience that maintains their confidence. The decision to place a student in a lower grade for a session is made in close consultation between the teacher and the student's family, ensuring that both academic and social-emotional factors are very carefully considered.

Furthermore, BPA-SD's academic model and adopted curricula provide equitable and academically differentiated instruction for all BPA-SD students, including the student group populations of the most vulnerable student populations. All BPA-SD students accessed the differentiated curriculum through small group instruction while utilizing resources such as McGraw-Hill Wonders, Heggerty-Phonics, i-Ready ELA and Math-My Path (online - supplemental), ELA and MAT i-Ready Programs, Eureka Math, Pearson ELA, Discovery Education, Mystery Science/Generation Genius, Meet the Masters (art), and Second Step (social-emotional learning), FIABs, IAB, ICA (CAASPP: Prep-Summative Assessments), TK-K: ESGI

(Educational Software for Guiding Instruction), TK Math-Bridges, etc. Daily, students participated in the teacher-center (teacher station rotation), where the instructional staff applied a higher order of thinking (engagement, representation, action, and expression: application, analysis, evaluation, and creativity) to increase the rigor of the student's instruction.

In addition, BPA-SD's assessments, including i-Ready and CAASPP results, the CAASPP's Interim Assessment Blocks provided instructional staff data to guide instructional decisions throughout the academic year.

BPA-SD's MTSS framework served to align academic, behavioral, wellness, and SEL into levels of systems of support. The following accounts for what was implemented to support student learning and academic achievement.

School-wide Implementation:

- Tier I: Universal Interventions: small group instruction
- Use of leveled and mixed-ability groups.
- Use of trained academic coaches.
- CCSS aligned ELA and MAT curriculum.
- NGSS aligned SCI curriculum.
- Digital app-based platforms: Google Classroom, Seesaw, etc.
- GoGuardian: filtering and monitoring individual student devices program.
- i-Ready, Summative English Language Proficiency Assessments for California and CAASPP interim assessments: FIABs, IABs, ICAs.
- ELPAC and CAASPP assessments.
- Time on schedule dedicated to daily intervention/enrichment.
- PD on best practices for classroom instruction and data analysis.
- Tutoring sessions.

Student group Focus: the most vulnerable student populations

- Tier II: Targeted Interventions.
- Tier III: Intensive Interventions.
- Differentiated curriculum and instructions.

- Ongoing, informal classroom observations.
- Student Support Team (SST): prevention and intervention process/"Child Find."
- Staff members attend training to improve instructional practices and services provided.
- PD in the area of serving diverse student populations; culturally responsive practices.
    - English Learners:
        - Tier II: Targeted Interventions.
        - Tier III: Intensive Interventions.
        - Integrated and designated English Language Development instruction.
        - Auditory and visual read-aloud accommodations for reading passages/books.
        - Lessons in which teachers use visuals/manipulatives to model and deliver instruction.
        - Offering differentiated online learning programs such as i-Ready, Epic, and Newsela to meet students at their varying levels of need.
        - Offering 1-1 tutoring sessions for students needing additional assignment support: utilizing the same set phrases and language cues during instruction and providing conversational opportunities.
        - ELAC/DELAC meeting discussion with parents/guardians.
        - Initial and ELPAC assessments.
    - Special Education:
        - Tier II: Targeted Interventions.
        - Tier III: Intensive Interventions.

Special Education (SE) students are, first and foremost, General Education students, and therefore all sections of the LCAP apply to Students with Disabilities. Under the supervision and close consultation with El Dorado Charter Special Education Local Plan Area Organization (SELPA), BPA-SD students with an Individualized Education Program (IEP) received Special Education services coordinated by an Education Specialist. The Education Specialist collaborated with each student's General Education teacher to ensure the student received a Free Appropriate Public Education in the Least Restrictive Environment as determined by the student's IEP Team and documented in the IEP. The Team set the pace with an environment that honored each individual's differences and was conducive to learning. BPA-SD utilized

external consultation agencies to provide services from a Speech-Language Pathologist, an Occupational Therapist, and a School Counselor if required by an IEP. If an IEP included Specialized Academic Instruction, this was provided by BPA-SD's Education Specialist. BPA-SD views parents/guardians as crucial members in IEP meetings and makes every effort to accommodate parents/guardians' schedules and needs. When necessary, BPA-SD provided an interpreter to ensure that all parents/guardians could engage and effectively participate in the IEP process. BPA-SD aimed to engage parents/guardians throughout the IEP process and ensured they understood their child's IEP.

BPA-SD leadership extended its practices to before-school foundational tutoring in ELA and MAT to support the current academic program and interventions for all students, including the most vulnerable student populations. With targeted guidance, instructional staff provided individualized and small group skill-set tutorials catered to the most vulnerable student populations based on their individual achievement plans prior to the start of daily classroom instruction. The foundational tutoring had a holistic approach to building students' comprehension by reaching deeper layers of understanding and ways of processing information. This approach developed transferable learning foundational skills that enhance students' academic success and ability to excel in their understanding of grade-level standards.

BPA-SD's reading-intervention/vocabulary-workshop program incorporates a highly engaging and interactive method of instruction based on the latest research in the Science of Reading. This multisensory approach incorporates the Orton-Gillingham method and teaches the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension, spelling and writing to help students build their brains' word banks, known as orthographic mapping. This program was incorporated by BPA-SD's commitment to ensure that all TK-3rd grade students will learn to read by third grade to help students recover and expand literacy skills. Third grade marks a critical point in reading, where students should begin and be on the path to "read to learn" (analysis of text, vocabulary expansion, introduction to a variety of text, etc.).

BPA-SD staff remained committed to fostering all student growth, both academically and socially-emotionally. The mental health of BPA-SD students has a direct association with student academic progress. To prevent mental and academic regression, BPA-SD invested in additional resources to support and monitor students through more opportunities for the supplemental program, school community connectedness, and research-based SEL curriculum in grades TK-8.

Additionally, BPA-SD initiated homework assignments to reinforce the concepts that were learned at school. This practice allowed the parents/guardians to visualize what their student was being taught in the classroom. It served as a tool that opened lines of communication between the teacher, the parents/guardians, and the school. Therefore, helping the teacher to understand the needs of their students from a different perspective. Through this practice, parents/guardians were made aware of their student's strengths and weaknesses and, together with the instructional staff, were able to develop personalized strategies and educational plans for the student's continuous growth while respecting the time of at-home family activities (from 20-40 minutes; grade-level appropriate). BPA-SD technical support was available to make sure the student was equipped with a Chromebook if a project or specific learning program was assigned by the instructional staff during the SST process (i-Ready ELA and MAT lessons, etc.). As for the student, homework served as a bridge to encourage the discipline of practice of previously taught skills (ELA/MAT), eliminating the possibility of confusion. This allowed the student to showcase their abilities, think independently, and develop problem-solving skills.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions outlined demonstrate a comprehensive approach to addressing various aspects that contribute to student attendance and overall school effectiveness, ultimately positively impacting the ADA.

Through parent/guardian outreach initiatives facilitated by administration and ESWED, the school actively engages families to discuss engagement in school activities and address concerns related to student attendance. By fostering a strong partnership between the school and families, there's a higher likelihood of increased parental involvement, which improves student attendance and academic outcomes.

By prioritizing student safety through measures such as revising the Student/Parent Handbook and updating School Safety Plans and Policies, BPA-SD ensures a conducive learning environment. When students feel safe and supported, they are more likely to attend school regularly, leading to higher ADA rates.

Ongoing PD for staff in areas such as Positive Behavior Interventions and Supports (PBIS), EL Roadmap, and Dyslexia equips staff with the necessary tools and strategies to effectively manage classroom behavior and support student success. A positive classroom environment and targeted interventions for students experiencing academic or behavioral challenges contributes to increased attendance and engagement.

Moreover, employing certified staff to teach subject-specific classes and oversee extracurricular activities not only enriches the academic experience, it provides students with additional opportunities for engagement and connection to the school community. By offering diverse learning experiences, including field trips for real-world experiences, BPA-SD fosters student curiosity and enthusiasm for learning, leading to improved attendance as students are motivated to participate in enriching activities.

Overall, the collective efforts of BPA-SD educational partners and the community to prioritize student safety, provide targeted support, and offer engaging learning opportunities contribute to a positive school culture and, consequently, higher ADA rates.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In reflecting on BPA-SD's prior practice and considering ways to enhance its actions, BPA-SD will continue to monitor attendance and meet with families through SART and SARB meetings for the coming year. By integrating SART, BPA-SD aims to provide timely assistance to students and families facing challenges. This will reflects our commitment to continuously improving our practices to better serve the BPA-SD community.

Regular attendance is paramount for academic success at BPA-SD. In order to reduce the necessity for SART and SARB meetings, BPA-SD is dedicated to cultivating a culture of consistent attendance. This involved fostering unity among students, parents/guardians, and staff. Through periodic attendance reviews and the planning of support and resources to overcome obstacles, BPA-SD is committed to ensuring that students and parents/guardians are actively engaged.

To maximize the effectiveness of the surveys and ensure targeted feedback, BPA-SD intentionally structured them into two distinct sections. The first section focuses on gathering insights regarding school culture (Goal I), while the second section focuses on BPA-SD's curricula and programs (Goal II). This deliberate design allows for clearer understanding and more accurate measurement of both aspects, facilitating informed decision-making and improvement actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ADA Student safety Suspension	BPA-SD will continue parent/guardian outreach (ESWED) to discuss parent/guardian engagement in school activities and address concerns with student attendance. Revision of Student/Parent Handbook to reflect changes in needs to address school and student safety. Revisions and updates to the School Safety Plan and School Policies. Parent/Guardian meetings will continue to be conducted prior to significant behavior/discipline issues where suspensions are warranted.	$73,360.00	No
2.2	PD Staff Student Academic Enrichment Outreach	BPA-SD will provide instructional staff with ongoing PD that promotes positive classroom management and appropriate student behavior: ELOP, PBIS, EL Roadmap, and Dyslexia. BPA-SD will employ a certified staff to teach a subject-specific to all students (ex: Art/PE/SCI/SEL-School College Counselor) and manage/oversee school events and extracurricular programs. BPA-SD students will participate in field trips for real-world experiences to explore new environments and collaborate/connect with their peers. BPA-SD staff will work together as a team, empowering students to adhere to BPA-SD's mission at school, at home, and in the community.	$191,811.00	Yes

Goal III

Goal #	Description	Type of Goal
3.	**Goal III Results** **At the completion of each school year, 80% of continuously enrolled students will demonstrate progress toward mastery of standards in English Language Arts (ELA), Mathematics (MAT), and Science (SCI) as demonstrated by local assessments and/or California Assessment of Student Progress and Performance (CAASPP).**	**Broad Goal**

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards (Assessment, Curriculum, Equity, Instruction, Professional Learning).

Priority 4: Pupil Achievement (Assessment, Curriculum, Equity, Instruction).

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of data indicated a need to continue supporting in the following areas:

Progress Monitoring:

- Implement progress monitoring assessments in ELA, MAT, and SCI to track student growth and mastery of standards throughout the school year.

Standard Mastery:

- Develop clear and measurable standards for ELA, MAT, and SCI aligned with state standards guidelines to ensure consistency in assessing student progress.

Local Assessments:

- Administer local assessments designed to measure student performance against established standards in ELA, MAT, and SCI providing timely feedback to students, parents/guardians, and instructional staff on areas of strength and areas needing improvement.

CAASPP Results:

- Analyze CAASPP results to identify areas for improvement in student performance in ELA, MAT, and SCI, informing instructional practices and interventions.

Intervention Strategies:

- Develop targeted intervention strategies and support systems for students who are not demonstrating progress toward mastery of standards, providing additional resources and personalized instruction to address specific learning needs.

Parent/Guardian and Community Engagement:

- Collaborate with parents, guardians, and community educational partners to communicate student progress, share assessment results, and solicit feedback on ways to support student learning and achievement in ELA, MAT, and SCI.

Data-Informed Decision Making:

- Utilize assessment data to inform instructional decision-making at the individual student, classroom, and school levels, adjusting teaching strategies, curriculum resources, and support services as needed to optimize student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	**Year 1 Outcome** **(end of the 2024-25 academic year)**	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	**ELA** Annual California State Performance Test: CAASPP (3-8 grades)	2023-24 **61%** of students met/exceeded grade-level standards	**2025** **___%**	N/A (In 2025-26 academic year data will be entered when competing the LCAP for 2026-27)	70% of continuously enrolled students will demonstrate progress toward mastery of standards in ELA	N/A (Data will be entered when competing the LCAP for 2025-26 and 2026-27 academic years)
3.2	**MAT** Annual California State Performance Test: CAASPP (3-8 grades)	2023-24 **47%** of students met/exceeded grade-level standards -	**2025** **___%**	N/A	60% of continuously enrolled students will demonstrate progress toward mastery of standards in	N/A

					MAT	
3.3	**SCI** Annual California State Performance Test CAASPP: California Science Test (CAST) (grades 5 and 8)	2023-24 **53%** of students met/exceeded grade-level standards -	**2025** **___%**	N/A	70% of continuously enrolled students will demonstrate progress toward mastery of standards in SCI	N/A
3.4	**i-Ready** Diagnostics/ benchmarks for ELA (K-8 grades)	**i-Ready:** From Fall **34%** to Spring **44%,** mid and above grade level, and 21% early on grade level.	**63%** (made proficiency grade level growth) Mid-year: From **Fall 28% to Winter 58%,** mid and above grade level.	N/A	60% of K-8th grade students will meet end-of-year benchmarks in meeting the state standards.	N/A

3.5	**i-Ready** Diagnostics/ benchmarks for MAT (K-8 grades)	**i-Ready:** From Fall **29%** to Spring **44%,** mid and above grade leve,l and 20% early on grade level**.**	**66%** (made proficiency grade level growth) Mid-year: From **Fall 18% to Winter 38%,** mid and above grade level.	N/A	60% of K-8th grade students will meet end-of-year benchmarks in meeting the state standards	N/A

Goal III Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Throughout the academic year, BPA-SD implements a comprehensive approach to progress monitoring, standard mastery, local assessments, and intervention strategies to support student learning and achievement in ELA, MAT, and SCI.

Progress monitoring assessments (i-Ready, FIABs, IABs, ICAs) are integrated into the curriculum in ELA, MAT, and SCI, providing ongoing outline of student growth and mastery of standards. These assessments are administered at regular intervals throughout the school year, allowing instructional staff to track student progress, identify areas of strength, and

areas needing additional support. By monitoring student's performance consistently, instructional staff can adjust instruction and intervention strategies to meet the needs of individual students.

BPA-SD develops clear and measurable standards for ELA, MAT, and SCI aligned with state standards guidelines. These standards serve as benchmarks for assessing student progress and ensuring consistency in instructional practices. Instructional staff use these standards to guide lesson planning, assessment design, and instructional delivery, facilitating a cohesive and aligned approach to curriculum implementation.

BPA-SD analyzes CAASPP results to identify areas for improvement in student performance in ELA, MAT, and SCI. These results serve as a valuable source of data to inform instructional practices and interventions. By examining student performance at the school and classroom levels, instructional staff can identify strengths and areas needing improvement, develop targeted intervention strategies, and allocate resources effectively to support student learning and achievement.

BPA-SD develops targeted intervention strategies and support systems for students who are not demonstrating progress toward mastery of standards. These strategies may include additional resources, personalized instruction, small group interventions, or specialized support services. By providing targeted interventions early and systematically monitoring student progress, instructional staff can address learning gaps and ensure that all students have the opportunity to succeed.

BPA-SD collaborates with educational partners to communicate student progress, share assessment results, and solicit feedback on ways to support student learning and achievement in ELA, MAT, and SCI. Through open communication, student-parent-teacher conferences, and community outreach events, BPA-SD fosters a culture of partnership and shared responsibility for student success.

At BPA-SD, assessment data drives instructional decision-making at the individual student, classroom, and school levels. Instructional staff utilize assessment data to identify student needs, evaluate instructional effectiveness, and make data-driven adjustments to teaching strategies, curriculum resources, and support services. By examining data to inform decision-making, BPA-SD maximizes student learning outcomes and ensures that every student receives the targeted support they need to succeed.

With the quality supports and outcomes stated above, BPA-SD students continue to demonstrate growth in ELA, MAT, and SCI. Each year, BPA-SD's diagnostic assessments and personalized learning programs are evaluated and compared with the students' set goals and outcomes. This process allows the instructional staff to look at student performance and growth over time at various levels in ELA, MAT, and SCI.

Monitoring Results:

- i-Ready Diagnostic I, II, III results (triannually: Fall, Winter, and Spring).
- K-8th staff track percentage complete/hours to make a correlation between growth and program used.
- Instructional staff use results for their classrooms to target specific groups and skills' needs.
- Points increase/decrease.
- Instructional staff monitores computer adoptive assessment score and set the educational path based on individual student's need.
- Tracking EL students and monitoring reclassified EL students (ELPAC results and ELPAC Interim assessments).

Simultaneously, instructional staff utilizes FIABs, IABs, and ICAs. These practice assessments are administered to students throughout the academic year to monitor growth and achievement according to specific academic ELPAC and CAASPP standards, from focused to comprehensive blocks to measure students' overall understanding and progress.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

BPA-SD underscores a commitment to PD and instructional excellence, resulting in enhanced teaching practices and improved student outcomes.

BPA-SD leadership ensures that classroom instruction is tailored to meet the diverse learning needs of all students including the most vulnerable student populations. By fostering a culture of continuous learning and growth, instructional staff are empowered to refine their instructional strategies, creating a conducive environment for student learning.

The adoption of CCSS and NGSS (SCI) aligned instructional materials reflect a dedication to high-quality curriculum that is rigorous and aligned with academic standards. These materials, including intervention programs for the most vulnerable student populations and strategies for test preparation, equip instructional staff with the resources needed to address individual student needs and facilitate academic growth.

Moreover, the integration of instructional technology in ELA, MAT, and SCI amplifies teaching effectiveness and student engagement. By utilizing technology tools, instructional staff can differentiate instruction, provide personalized learning experiences, and enhance student comprehension and retention of key concepts.

Additionally, the implementation of tri-annual i-Ready assessments allows instructional staff to monitor student progress and proficiency, identifying areas of need, strength, and growth opportunities. Instructional staff closely examine domain-level performance in each subject to monitor student progress and identify areas of weakness, allowing them to target instruction and strengthen specific skills as needed. This data-driven approach informs instructional planning and intervention strategies, ensuring that all students including the most vulnerable student populations receive targeted support to achieve academic success.

Lastly, the employment of academic coaches in the classroom further enhances instructional support and student learning. These coaches serve as mentors and guides, collaborating with instructional staff to implement best practices and strategies that optimize all student learning outcomes.

Overall, the collective efforts to prioritize PD, adopt high-quality instructional materials, integrate technology, conduct assessments, and provide instructional support contribute to an effective teaching and learning environment at BPA-SD. As a result, students benefit from engaging, rigorous instruction that fosters academic growth and achievement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a review of prior practices, the following changes were made to the planned goals, metrics, target outcomes, and actions for the 2025–26 academic year:

One significant adjustment involved the consolidation of the Parent Advisory Committee and the ESWED Committee. This decision was made in response to family feedback and logistical challenges, such as the need for student supervision during meetings and the burden of attending two separate monthly gatherings. Families expressed a stronger preference for the Parent Advisory Committee, which often featured more engaging, event-oriented discussions. However, parent and guardian input is especially critical within the ESWED Committee, where academic actions and policy updates are reviewed and implemented. To better support meaningful engagement in these areas, BPA-SD combined the two committees. This change not only reduces the burden on families but also enhances the quality and impact of their involvement in key decision-making processes aligned with **Goal I.**

Academically, BPA-SD made measurable progress in English Language Arts (ELA) in 2023-24 academic year. However, a slight decline was observed in MAT performance, with a 1% drop. As a result, for the 2025–26 academic year, the deployment model will be expanded to include both ELA and MAT, with an increased emphasis on MAT to address this area of need under **Goal II**.

Additionally, a new action was added to **Goal III** to monitor SCI performance, in preparation for the inclusion of SCI metrics (average distance from standard) on the California School Dashboard 2025. This proactive step ensures that BPA-SD is positioned to track and support student growth in SCI moving forward.

Overall, the core goals, metrics, and strategies from the previous year remain in place. This decision reflects an ongoing need for academic improvement in ELA, MAT, and SCI and the belief that continuity in implementation will support long-term progress.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff PD	BPA-SD will employ academic coaches in the classroom to support instruction and student learning. BPA-SD's leadership will guide instructional staff to ensure that classroom instruction is conducive to student learning and instructional staff are provided with adequate learning environments.	$112,876.00	Yes
3.2	Instructional materials Technology Assessments	BPA-SD will adopt appropriate CCSS and NGSS aligned instructional materials, including intervention programs for the most vulnerable student populations, strategies in test preparation, and one-on-one and/or small group tutoring. BPA-SD will continue to use instructional technology in the areas of ELA, MAT, and SCI. Instructional staff will administer i-Ready assessments tri-annually to measure proficiency and growth on CCSS and NGSS.	$234,584.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$259818	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.689%	0.000%	$0.00	10.689%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal II Action 1 and 2	BPA-SD EL students demonstrated improvement in ELA, with an average distance distance from standards at 42.9 points. BPA-SD SED students demonstrated improvement in ELA, with an average distance from standards at 15.7 points and Hispanic students at 14.3 points. Further, BPA-SD 3-8 grade students demonstrated improvement in Math, with a 4.5 point increase. BPA-SD EL students demonstrated improvement in Math, with a 10.9 point increase while Hispanic students demonstrated improvement in Math, with a 1.2 point increase. For more information on how the school's performance is calculated, please refer to the Frequently Asked Questions page. While significant progress has been made, ongoing efforts are essential to ensure that all students meet or exceed grade-level proficiency standards. Continuous improvement remains a key priority, as the school works to close achievement gaps, strengthen instructional practices, and align outcomes with state benchmarks across all subject areas and grade levels.	Goal II Actions 1 and 2 encompass detailed steps to address the objectives.	Goal II Metrics 1 and 2 encompass detailed steps to address the objectives.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal III Action 1 and 2	BPA-SD EL students demonstrated improvement in ELA, with an average distance distance from standards at 42.9 points. BPA-SD SED students demonstrated improvement in ELA, with an average distance from standards at 15.7 points and Hispanic students at 14.3 points. Further, BPA-SD 3-8 grade students demonstrated improvement in Math, with a 4.5 point increase. BPA-SD EL students demonstrated improvement in Math, with a 10.9 point increase while Hispanic students demonstrated improvement in Math, with a 1.2 point increase. While significant progress has been made, ongoing efforts are essential to ensure that all students meet or exceed grade-level proficiency standards. Continuous improvement remains a key priority, as the school works to close achievement gaps, strengthen instructional practices, and align outcomes with state benchmarks across all subject areas and grade levels.	Goal III Actions 1 and 2 encompass detailed steps to address the objectives.	Goal III Metrics 1, 2, 3, and 4 encompass detailed steps to address the objectives.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A. School does not meet threshold.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 23	N/A]
Staff-to-student ratio of certificated staff providing direct services to students	1 to 17	N/A

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

· **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

· **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable

perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

· **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for

the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

· For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

· As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

· For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in EC Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by EC Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

· If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

· Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

· Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

· Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: EC Section 52060(g) and EC Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: EC Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

· For COEs, see Education Code Section 52068; and

· For charter schools, see Education Code Section 47606.5.

· **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

· A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

· An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

· A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

· An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

· For the purposes of this prompt, this may also include, but is not necessarily limited to:

    · Inclusion of a goal or decision to pursue a Focus Goal (as described below)

    · Inclusion of metrics other than the statutorily required metrics

    · Determination of the target outcome on one or more metrics

    · Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection

    · Inclusion of action(s) or a group of actions

    · Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data.

LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

· An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

· The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

· An explanation must be based on Dashboard data or other locally collected data.

· LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

· LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

· Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

· An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

· An explanation must be based on Dashboard data or other locally collected data.

· LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

· LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

· Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

· The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

· LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

  · The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

  · To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

· **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

· **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

· **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

· Enter the metric number.

Metric

· Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

· Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

  - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

· When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.

- In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        - The reasons for the ineffectiveness, and

        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

· Provide a short title for the action. This title will also appear in the action tables.

Description

· Provide a brief description of the action.

  ○ For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  ○ As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  ○ These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

· Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

· Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

· LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

· LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

· LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

- The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the

2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

· To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

- Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to EC Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in EC Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  § Identify the action as an LREBG action;

  § Include an explanation of how research supports the selected action;

§ Identify the metric(s) being used to monitor the impact of the action; and

§ Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

· How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and

· How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

· Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

· Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

· Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

· Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

· Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

· Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

· Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

· Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

· As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

· Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

· For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

· When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

· For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

· An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

· Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

· An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

· In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

· Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

· Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

- The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

· **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

· **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

· **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  ○ Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual

LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).